

REDUCING SECLUSIONS AND RESTRAINTS WITH POSITIVE BEHAVIOR INTERVENTIONS & SUPPORTS

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Links used in Presentation: (Reducing S/R with PBIS)

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- <http://www.azed.gov/special-education/task-force-best-practices/>
- <https://www.azed.gov/WorkArea/linkit.aspx?LinkIdentifier=id&ItemID=8073&libID=8856>
- <http://pbisaz.org/> > Getting Started
- <http://www2.ed.gov/policy/seclusion/restraints-and-seclusion-resources.pdf>
- www.azed.gov/special-education/2014/05/08/seclusion-restraint-guidance/
- <http://www.aclu.org/racial-justice/school-prison-pipeline>
- <http://csgjusticecenter.org/youth/media-clips/zero-tolerance-behavior-policies-in-schools-prove-harmful-study-says/>
- www.pbis.org
- <http://www.youtube.com/watch?v=h7XHc9tdLpE>
- <http://pbismaryland.org/> > Archives
- <https://www.pbisassessment.org/home>
- <http://vimeo.com/3744737>

OBJECTIVES

- Outline key elements in seclusion and restraint LEA policies
- Describe how PBIS (all tiers) can help prevent seclusion and restraint
- Provide resources to learn more

Task Force Recommendations

<http://www.azed.gov/special-education/task-force-best-practices/>

The screenshot shows the Arizona Department of Education website. The main heading is "SPECIAL EDUCATION". Below it, there is a "DEPARTMENT MENU" with links to Superintendent, About Department of Education, Accountability, Standards & Assessment, Educator Certification, Finance / IT / Business Services, Special Education, English Language Learners, Employment Opportunities, and School Reports / School Results. The central content area is titled "Task Force on Best Practices in Special Education and Behavior Management" and lists several items: Senate Bill 1197, Report from the Task Force on Best Practices in Special Education and Behavior Management, Meeting Minutes, Minutes of 7/18/09 Meeting, Minutes of 7/20/09 Meeting, Minutes of 8/14/09 Meeting, Minutes of 8/19/09 Meeting, and Public Document Request Form. On the right, there is an "UPCOMING EVENTS" section listing various training sessions.

Task Force Recommendations

- Prohibit Some Procedures
- Prohibit Restraint/Seclusion – unless “imminent” danger
- Positive School Climate – PBS for all students
- Tiered System of Interventions
- Train School Staff –
- Report Incidents – Administration, Parents
- Data-based Decision Making – to learn from incidents

Task Force Follow up (2011)

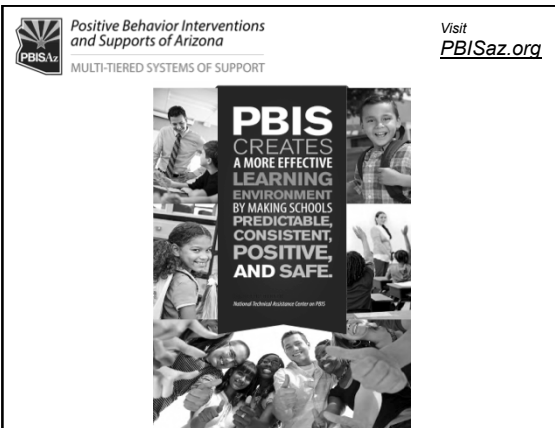
<https://www.azed.gov/WorkArea/linkit.aspx?LinkIdentifier=id&ItemID=8073&libID=8856>

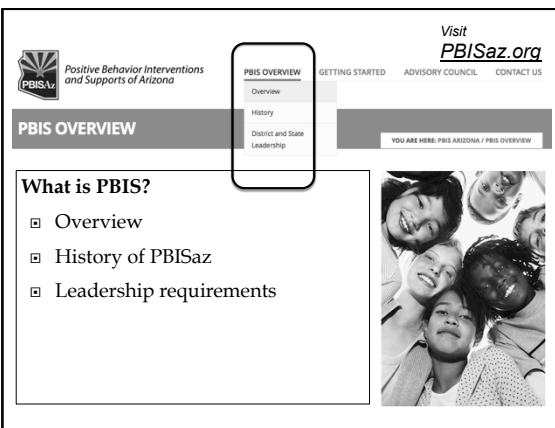
The image shows the cover of a report titled "Task Force Follow up (2011)". The cover features a photograph of a young child smiling and drawing. Below the photo, there is text that reads: "A STUDY OF STATEWIDE LOCAL EDUCATION AGENCY ACTIONS REGARDING THE RECOMMENDATIONS OF THE TASK FORCE ON BEST PRACTICES IN SPECIAL EDUCATION AND BEHAVIOR MANAGEMENT PLANNING TO ADOPTION OF POSITIVE BEHAVIORAL INTERVENTIONS AND SUPPORT (2009)". At the bottom, the logo for the "ARIZONA DEVELOPMENTAL DISABILITIES PLANNING COUNCIL" is displayed.


Task Force Follow up (2011)

Recommendations:

- * Resume some of the work of PBISAz
- * Convene an Advisory Board to assess and plan for statewide implementation
- * Develop and maintain state Leadership Team to oversee implementation
- * Seek partnerships within the state
- * Develop a network of PBIS coaches
- * Consider legislation on seclusion & restraint








Positive Behavior Interventions
and Supports of Arizona


Visit
PBISaz.org

PBIS OVERVIEW
GETTING STARTED
ADVISORY COUNCIL
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Measurable Outcomes

- ❑ Decreased office discipline referrals
- ❑ Increased student achievement
- ❑ Improved school climate & safety





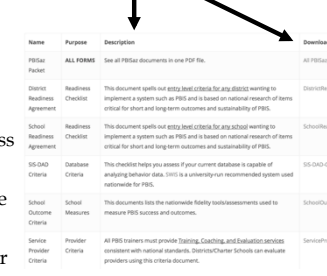
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Getting Started

- ❑ District Readiness Agreement
- ❑ School Readiness Agreement
- ❑ School Outcome Criteria
- ❑ Service Provider Criteria





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MULTI-TIERED SYSTEMS OF SUPPORT

Visit
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Click to watch 10 min. video

<http://vimeo.com/3744737>

Task Force Recommendations

[illegible]

The image shows the cover of a document titled "Restraint and Seclusion Resource - USDOE". At the top, the title is in a large, bold, black font. Below it, the URL "http://www2.ed.gov/policy/seclusion/restraints-and-seclusion-resources.pdf" is written in a smaller, black font. The central part of the cover features a collage of black and white photographs showing diverse students and educators in classroom settings. On the right side, there is a large black rectangular box containing the text "RESTRAINT AND SECLUSION: RESOURCE DOCUMENT" in white, bold, uppercase letters. Below this box, the text "U.S. Department of Education" is written in a smaller, white font. The bottom of the cover continues the collage of classroom photos.

USDOE 15 Principles

1. Every effort should be made to prevent the need for the use of restraint and for the use of seclusion
2. Schools should never use mechanical restraints to restrict a child's freedom of movement, and schools should never use a drug or medication to control behavior or restrict freedom of movement (except as authorized by a licensed physician or other qualified health professional)
3. Physical restraint or seclusion should not be used except in situations where the child's behavior poses imminent danger of serious physical harm to self or others and other interventions are ineffective and should be discontinued as soon as imminent danger of serious physical harm to self or others has dissipated.
4. Policies restricting the use of restraint and seclusion should apply to all children, not just children with disabilities.
5. Any behavioral intervention must be consistent with the child's rights to be treated with dignity and to be free from abuse.
6. Restraint or seclusion should never be used as punishment or discipline (e.g., placing in seclusion for out-of-seat behavior), as a means of coercion or retaliation, or as a convenience.

USDOE 15 Principles

7. Restraint or seclusion should never be used in a manner that restricts a child's breathing or harms the child.
8. The use of restraint or seclusion, particularly when there is repeated use for an individual child, multiple uses within the same classroom, or multiple uses by the same individual, should trigger a review and, if appropriate, revision of strategies currently in place to address dangerous behavior; if positive behavioral strategies are not in place, staff should consider developing them.
9. Behavioral strategies to address dangerous behavior that results in the use of restraint or seclusion should address the underlying cause or purpose of the dangerous behavior.
10. Teachers and other personnel should be trained regularly on the appropriate use of effective alternatives to physical restraint and seclusion, such as positive behavioral interventions and supports and, only for cases involving imminent danger of serious physical harm, on the safe use of physical restraint and seclusion. As used in this document, the phrase "dangerous behavior" refers to behavior that poses imminent danger of serious physical harm to self or others.

USDOE 15 Principles

11. Every instance in which restraint or seclusion is used should be carefully and continuously and visually monitored to ensure the appropriateness of its use and safety of the child, other children, teachers, and other personnel.
12. Parents should be informed of the policies on restraint and seclusion at their child's school or other educational setting, as well as applicable Federal, State, or local laws.
13. Parents should be notified as soon as possible following each instance in which restraint or seclusion is used with their child.
14. Policies regarding the use of restraint and seclusion should be reviewed regularly and updated as appropriate.
15. Policies regarding the use of restraint and seclusion should provide that each incident involving the use of restraint or seclusion should be documented in writing and provide for the collection of specific data that would enable teachers, staff, and other personnel to understand and implement the preceding principles.

ADE Guidance Document
www.azed.gov/special-education/2014/05/08/seclusion-restraint-guidance/

Arizona Department of Education
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- Dispute Resolution
- AZ-TAS Documents
- AZ Promising Practices
- AMS A

FAQ

18 July 2014

S	M	T	W	T	F	S
(1)	(2)	1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26

THE USE OF SECLUSION AND RESTRAINT: A GUIDANCE DOCUMENT ON BEST PRACTICES

MAY 8, 2014 BY ESSWEBEDITOR

This guidance document categorizes and compiles current best practices in the use of seclusion and restraint from the United States Department of Education, the Council for Exceptional Children, and the Arizona Task Force on Best Practices in Special Education and Behavior Management. A list of references is provided at the end of the document.

THE USE OF SECLUSION AND RESTRAINT:
 A Guidance Document on Best Practices

Move On When

ADE Guidance Document

1. Prohibit some disciplinary procedures
2. Exhaust all other efforts before using seclusion or restraint
3. Create positive behavioral systems
4. Use data to assess the underlying causes of misbehavior and identify successful interventions
5. Train staff in proactive and preventative approaches
6. Train staff in crisis de-escalation or intervention
7. Document and report every instance of crisis intervention in a timely manner
8. Use seclusion or restraint equitably without diminishing student rights or safety

OSEP Technical Assistance Center - PBIS

www.pbis.org

PBIS Positive Behavioral Interventions & Supports
 DEPT. OF EDUCATION TECHNICAL CENTER

THE TECHNICAL ASSISTANCE CENTER ON POSITIVE BEHAVIORAL INTERVENTIONS AND SUPPORTS is established by the U.S. Department of Education's Office of Special Education Programs (OSEP) to define, develop, implement, and evaluate a multi-tiered approach to technical assistance that improves the capacity of states, districts and schools to establish, scale-up and sustain the PBIS framework. Emphasis is given to the impact of implementing PBIS on the social, emotional and academic outcomes for students with disabilities.

current topics

- School Climate Transformation Grant Applications:** Please contact the PBIS State Coordinator in your state for information about CTC grant applications.
- Advancing Education Effectiveness:** Implementing School Mental Health and School-Wide Positive Behavior Support.
- Creating Safe Schools through Positive Discipline:** Bully Prevention in OSEP's Now in French and Spanish.
- Basic PBIS to RFP Trainer's Manual:** Please contact Christine Latham at clatham@pbis.org to request video clips for the module activities.

upcoming events

State Network Support Team Conference: December 10-11, 2014
 National PBIS Conference: December 10-11, 2014
 Regional PBIS Conference: December 10-11, 2014

presentations

State Network Training & Conference Presentations

pbis blueprints

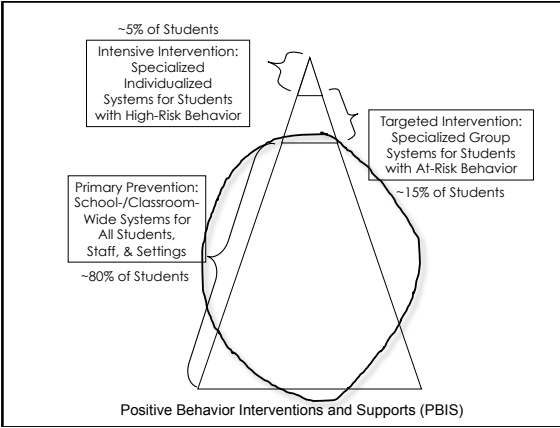
Blueprints for implementation, professional development, and evaluation of PBIS

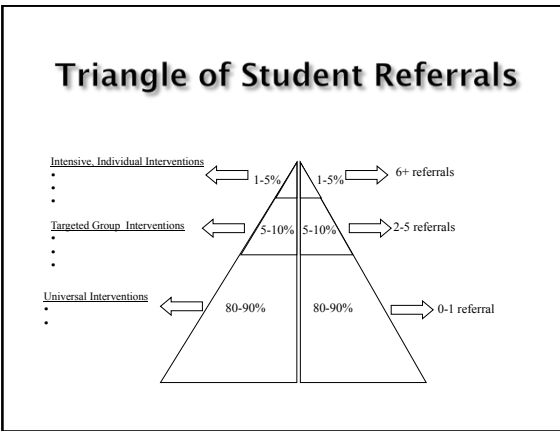
getting pbis in my school

PBIS State Coordinator Network: Contact your regional or state PBIS coordinator for technical support or implementation resources.

videos

New Resource: Best Practices for Behavioral Support: Office of PBIS, Technical Support: Presentation: Office Center for Leadership Development/Consultation (CLCD)






Rate your school Culture

1. Use a staff perspective ☐
2. Use a student perspective ☐

Activity 1

	Low					High
Predictable	1	2	3	4	5	
Consistent	1	2	3	4	5	
Positive	1	2	3	4	5	
Safe	1	2	3	4	5	

Procedures for Teaching Expected Behavior

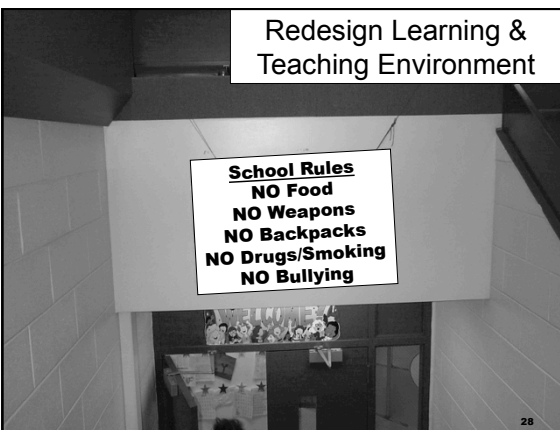


What do we Do?

Steps to School-Wide PBS (Tier 1)

1. Establish problem-solving (Leadership) team
2. Assess school's discipline challenges
3. Choose 3 to 5 school-wide expectations (e.g., "Be Safe, Be Respectful, Be your Personal Best")
4. Identify all relevant environments
5. Define the specific behaviors for each environment
6. Teach those specific behaviors
7. Reward students for choosing those behaviors
8. Monitor and revise

Redesign Learning & Teaching Environment





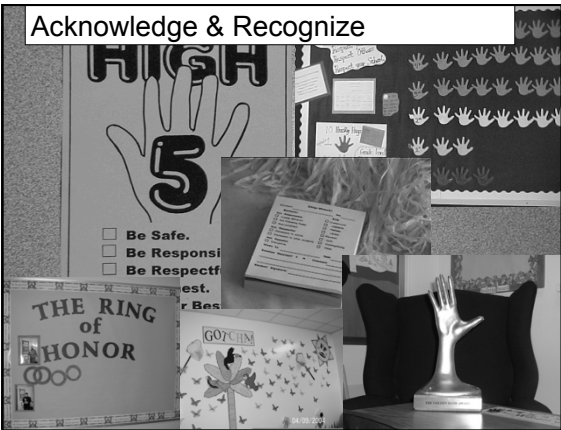
Sacaton Middle School, AZ			
Braves' Expectations			
	Be Respectful	Be Responsible	Be Safe
Classroom	<ul style="list-style-type: none">• Use courteous & appropriate language• Listen and follow adult directions• Enjoy electronic devices during non-instructional time	<ul style="list-style-type: none">• Be prepared• Be on task• Be here & be on time	<ul style="list-style-type: none">• Enter/Exit in an orderly fashion• Keep your area organized• Keep hands, feet, & objects to yourself
Outside/ Recreation Areas	<ul style="list-style-type: none">• Use courteous & appropriate language• Listen and follow adult directions• Be friendly & include others	<ul style="list-style-type: none">• Report problems• Keep area clean• Walk during transition time	<ul style="list-style-type: none">• Keep hands, feet, & objects to yourself• Stay in designated areas
Bathroom	<ul style="list-style-type: none">• Flush• Respect others privacy	<ul style="list-style-type: none">• Take care of facility properly• Leave the restroom as soon as you're finished• Keep surfaces Graffiti free	<ul style="list-style-type: none">• Wash hands• Report any problems
Office	<ul style="list-style-type: none">• Use inside voice• Wait your turn	<ul style="list-style-type: none">• Have a pass• Stay in designated areas	<ul style="list-style-type: none">• Enter/Exit in an orderly fashion



<http://www.youtube.com/watch?v=h7XHc9tdLpE>

32







Celebrate Success

- Elementary

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- ▣ Secondary

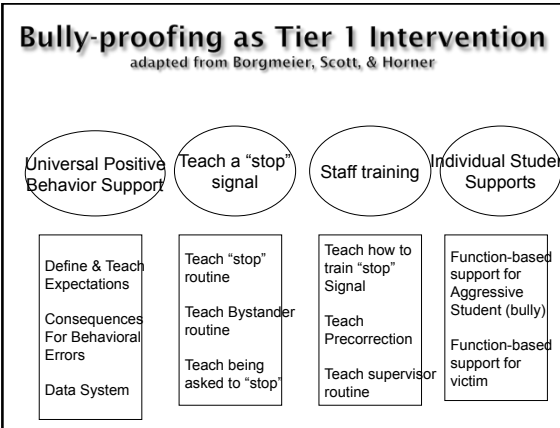
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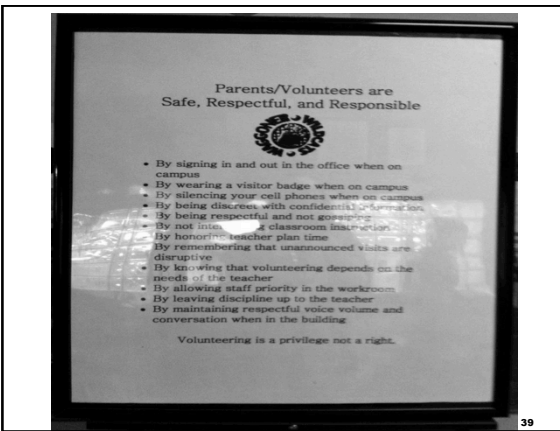
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Tier 1 Interventions Classroom Management

Tier 1 - Classroom Management Strategies

STRUCTURE	EXPECTATIONS	ENGAGEMENT	CONSEQUENCES (Expected Behavior)	CONSEQUENCES (Problem Behavior)
<ul style="list-style-type: none"> Predictable routines (teachers) Predictable routines (students) Arrange furniture for: <ul style="list-style-type: none"> o Ease of movement o Clarity of expectations o Reduced distractions 	<ul style="list-style-type: none"> • Teach, coach & remind 3-5 positively stated expectations • Gain student input • Teach & discuss or practice expectations in different routines • Teach & discuss or practice non-examples (problems) • Pre-teach prior to choosing routines • Move, look, interact student • Use data: Are rules being followed? If not, where, what? 	<ul style="list-style-type: none"> • Use varied ways to ensure high rates of student responding • Move around and interact • Make adjustments as needed to: <ul style="list-style-type: none"> o Pace o Grouping o Prompts o Wait time o Other frequent choices • Direct Instruction • Computer Assisted Instruction • Class-wide Peer Tutoring • Guided Notes 	<ul style="list-style-type: none"> • Positive, specific and contingent praise • Positive feedback at 4:1 ratio to ensure students know how they earn consequences • Give feedback • Group contingencies that promote positive student feedback behaviors • Token Economies 	<ul style="list-style-type: none"> • Calm, immediate, brief, predictable and respectful error correction • Take breaks into learning opportunities • Use a variety of consequences as needed to ensure success: <ul style="list-style-type: none"> o Planned ignoring o Differential o Behavior Contract o Error Correction o Time Out from Reinforcement • Prevent further escalation





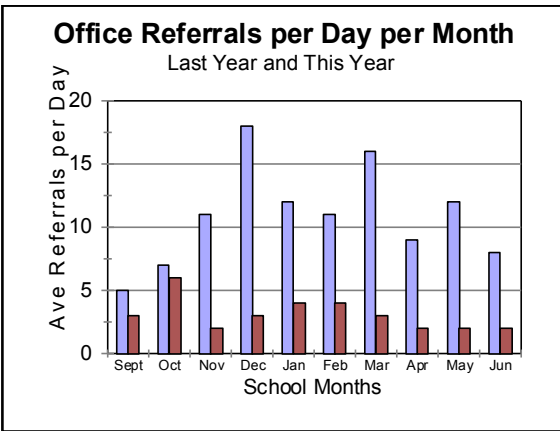
Data

IS:

- ☐ A scary or "four letter" word
- ☐ Should not intimidate us
- ☐ Just numbers

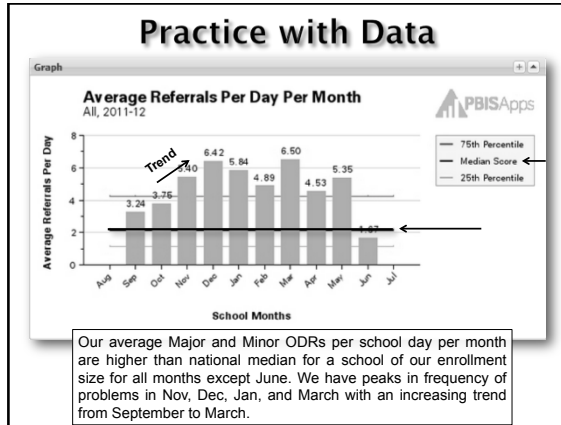
- ☐ Powerful when used to discuss discipline
- ☐ Empowering when used by school teams
- ☐ Reviewed frequently to determine areas of strength and weakness

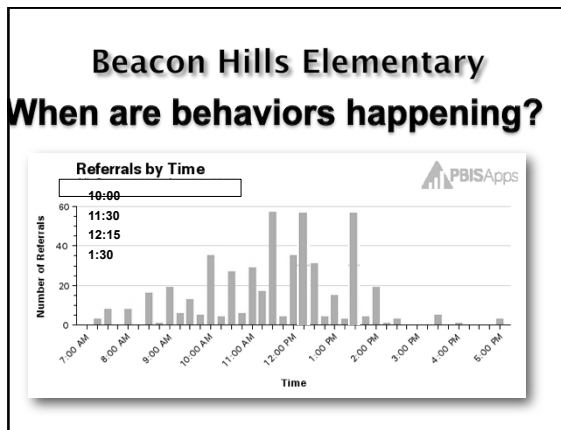


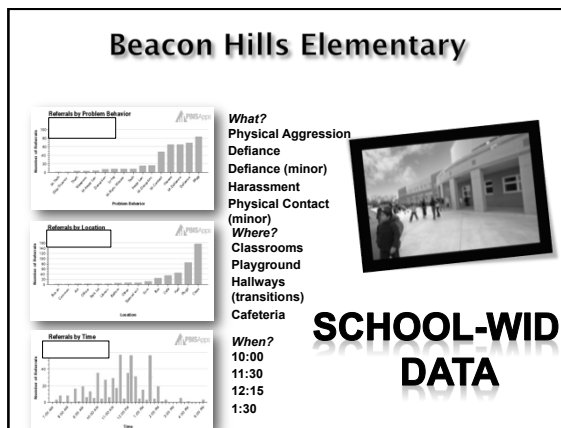


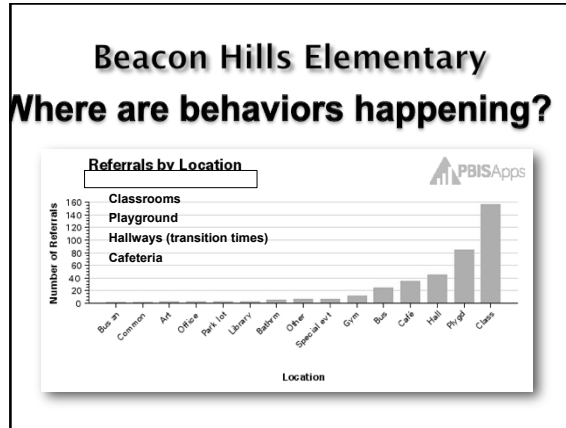
Scenarios

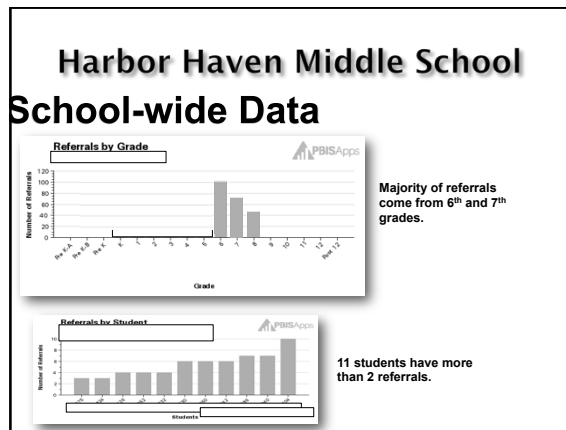
- ❑ You work in a middle school of 650 students. Last school year there were 100 referrals.
- ❑ You work at an elementary school of 450 students. Last year there were 800 referrals

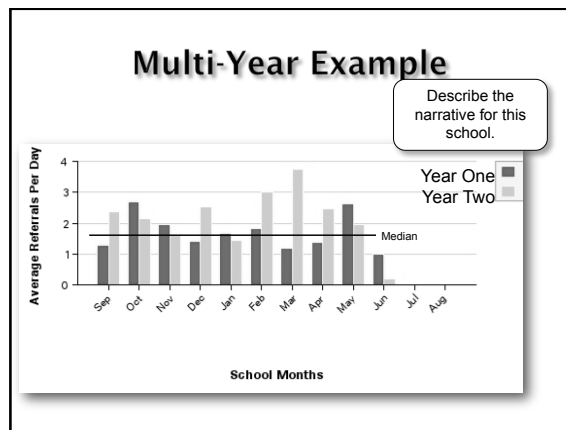


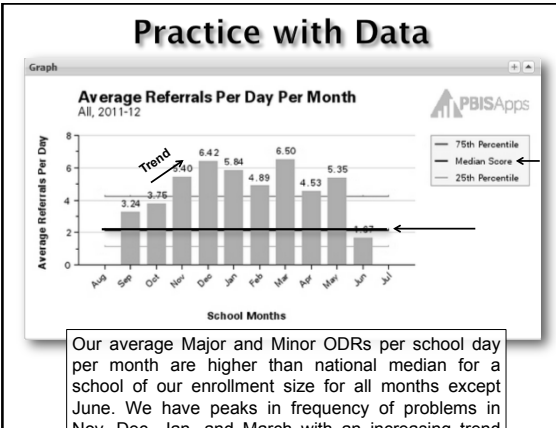


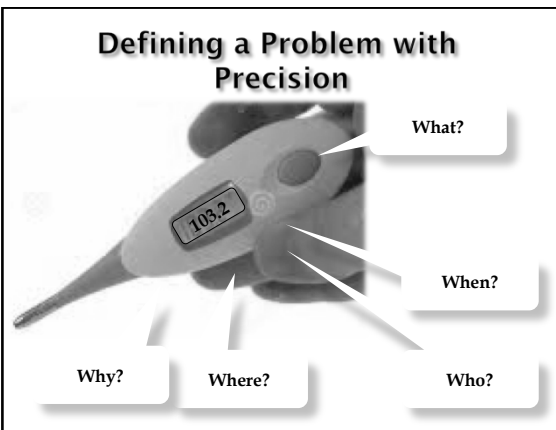






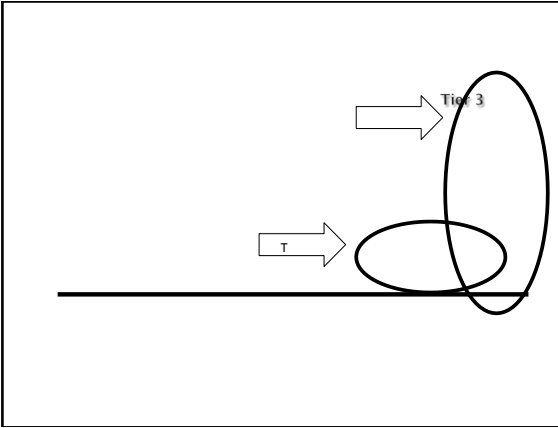


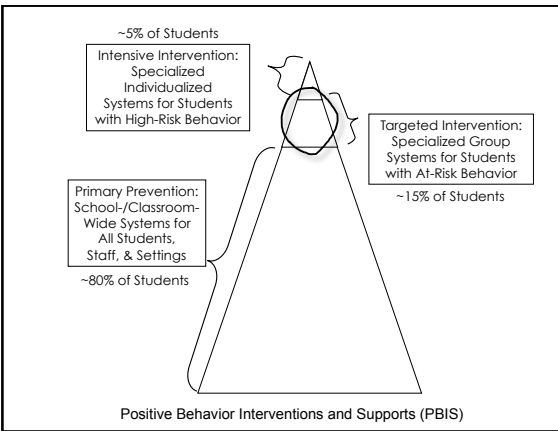




Precision Statement & Hypothesis

- We have high rates of physical aggression on the playground between 12:00 and 1:45 p.m. Students from 3rd grade are involved at their lunch and second recess times. It appears that competitive games are turning physical and this is being encouraged by bystanders and maintained by peer attention.





What is Check In/Check Out? (CICO)

CICO is a highly effective, evidence-based intervention that helps students and staff develop positive connections while teaching social and self-management skills to at-risk students

Tier 2 Interventions - CICO (Assumed Function = Attention)

HAWK Report
Date _____ Student Jason Teacher _____

0 = No 1 = Good 2 = Excellent	Be Safe			Be Respectful			Be Your Personal Best			Teacher Initials
	Keep hands, feet, and objects to self			Use kind words and actions			Follow directions		Working in class	
Class	0	1	2	0	1	2	0	1	2	
Recess	0	1	2	0	1	2	0	1	2	
Class	0	1	2	0	1	2	0	1	2	
Lunch	0	1	2	0	1	2	0	1	2	
Class	0	1	2	0	1	2	0	1	2	
Recess	0	1	2	0	1	2	0	1	2	
Class	0	1	2	0	1	2	0	1	2	
Total Points = <u>39</u>			Today <u>78</u> %			Goal <u> </u> %				
Points Possible = 50										

CICO at Home

Location →	Kitchen	Bathroom	Bedroom	
Be Respectful	<ul style="list-style-type: none"> Take Only What you Need Share 	<ul style="list-style-type: none"> Everyone Gets a Turn Privacy Please 	<ul style="list-style-type: none"> Keep Voices Down 	
Be Responsible	<ul style="list-style-type: none"> Clean up After Yourself Help with Chores Wash Hands before 	<ul style="list-style-type: none"> Brush your Teeth 2x/Day Clean 	<ul style="list-style-type: none"> Put Toys Away Make Bed Each Day Ready for Bed at 8 	
Be Kind	<ul style="list-style-type: none"> Calm Body Hands to Self Parent Present 	<ul style="list-style-type: none"> Always Flush Wash Hands 	<ul style="list-style-type: none"> Calm body on Bed 	

Function of CICO

The primary function of CICO is to improve the overall efficiency of the school-wide procedures, while reducing the number of individualized interventions that are needed.

Why does CICO work?

▣ Improved structure

- correct behavior.
- System for linking student with at least one positive adult.
- Student chooses to participate.

▣ Student is “set up for success”

- First contact each morning is positive.
- “Blow-out” days are pre-empted.
- First contact each class period (or activity period) is positive, and sets up successful behavioral momentum.

Results of PBIS

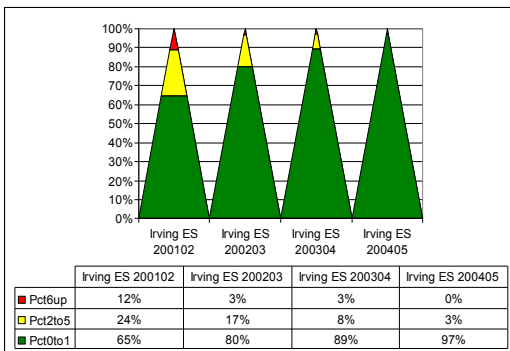
Findings

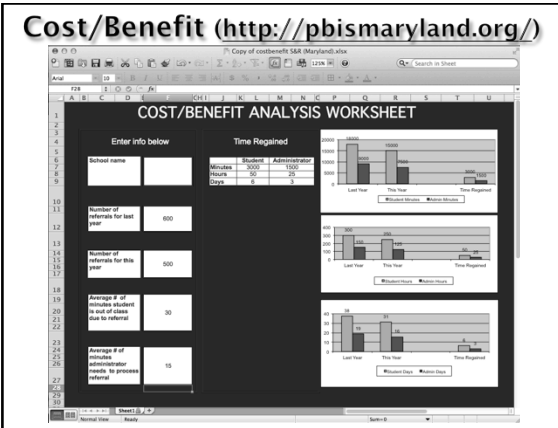
- ▣ Over 18,000 schools across the country implementing PBIS with some fidelity
- ▣ Show decreases in suspensions, expulsions, and office disciplinary referrals

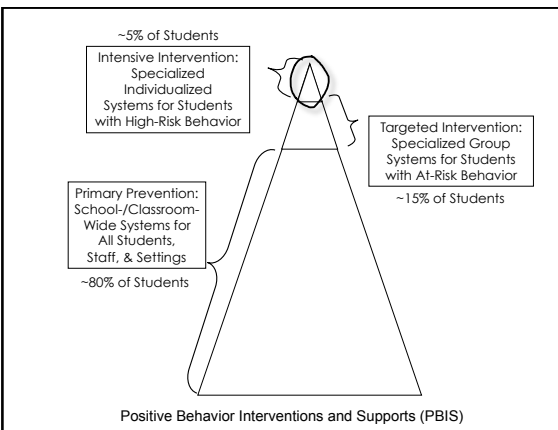
Interpretation


- ▣ Fewer students with behavior problems = more time for instruction
- ▣ Fewer students with behavior problems = more time for intensive intervention for those students who need it

Note – Data on reductions in S/R not yet available









SELECTING INTERVENTIONS

How do we know what to do when a student is experiencing social behavior failure?

The Basics

- ▣ Behavior is purposeful
- ▣ Behavior is learned
- ▣ Behavior is predictable
- ▣ Behavior is interactive
- ▣ Behavior CAN be taught!



Function ...



- ▣ People behave for a reason - we call this "function"
- ▣ Function:
 - Does he/she get something?
 - ▣ Tangibles, attention, stimulation, people, etc.
 - Does he/she avoid or escape something?
 - ▣ People, activities, embarrassment, tasks, etc.

PROBLEM BEHAVIOR IS FUNCTIONAL

1. We all repeat certain behaviors if they work for us (if they are reinforced)
2. But what works (reinforces) one person's behavior is not always the same as what reinforces another person's behavior
3. Some common reinforcers are attention, escape, tangible, automatic (sensory)

4 CHILDREN WHO RUN AWAY

1. One runs because it often works to escape from the classroom demands
2. One runs because she has often gained access to the swing on the playground
3. One runs because he has often gained adult attention in the form of the chase
4. One runs simply because it feels good

4 CHILDREN WHO HIT THEMSELVES

1. One hits head because he has often escaped demands in the past
2. One hits head because she has often gained access to preferred items in the quiet corner
3. One hits head because he has often gained attention from adults
4. One hits head because it either feels good or stops some other discomfort

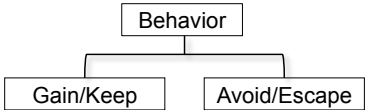
4 TEENS WHO HURT OTHERS

1. One hits and pushes because he has often escaped the other person ("Leave me alone")
2. One hits and pushes because she has often gained access to some thing ("Give me your lunch")
3. One hits and pushes because he has often gained attention from adults (e.g., threats, lectures, etc)
4. One hits and pushes because she has often seen others get in trouble as a result

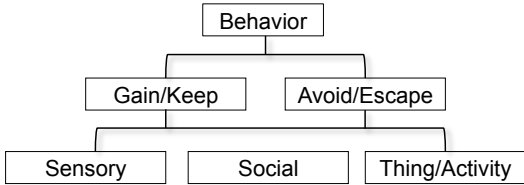


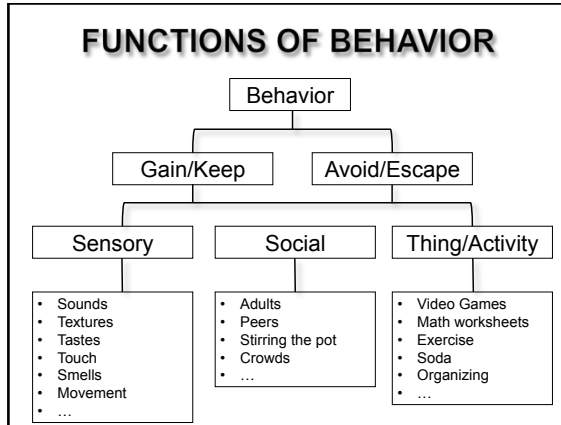
**“A problem
incorrectly defined
leads us to
solutions that may
not effect change.”**

FUNCTIONS OF BEHAVIOR



FUNCTIONS OF BEHAVIOR





What to Expect in a BIP?

1. Prevent – avoid or change the antecedents so that the problem behavior is less likely to occur
2. Extinguish – do not allow the problem behavior to be reinforced so that it weakens over time
3. Teach – a new behavior to replace the problem behavior
4. Reinforce - the new replacement behavior so that it strengthens over time
5. Monitor – keep records that tell you how well the plan works

Behavior: Function:	Aggression and Yelling GET what was denied
<ul style="list-style-type: none"> • Prevent • Extinguish • Teach • Reinforce • Monitor 	<ul style="list-style-type: none"> • Social Story to practice handling being denied • Important role as computer tutor • Self managing his own behavior • Do not let Teddy keep computer after having hit someone • To take turns and give up his time • To ask politely for more time • Turn taking with self-reinforcement • Asking with more time on computer • # of aggressions/vocalizations • # of times he asks for his turn

Behavior: Hits and Pushes Others
Function: GET Attention

- Prevent
 - Greater supervision with others
 - Frequent attention before hitting
- Extinguish
 - Ask others to walk away
 - Give attention to victim
- Teach
 - How to play/interact with others
 - How to ask for adult attention
- Reinforce
 - Nice play ... with attention
 - Asking ... with attention
- Monitor
 - # hitting and/or pushing
 - # asking for attention

Behavior: Hits and Pushes Others
Function: AVOID Attention

- Prevent
 - Greater supervision in groups
 - Group time in small doses
- Extinguish
 - No removal from group for hitting
 - Get between child and victim
- Teach
 - How to play/interact with others
 - How to ask for a break
- Reinforce
 - Nice play ... with a break
 - Asking ... with a break
- Monitor
 - # hitting and/or pushing
 - % time in group vs alone

What should be included in a BIP?

Horner, Sampson, Anderson, Todd & Eliason (2012) Monitoring Advanced Tiers Tool (MATT) <https://www.pbisassessment.org/home>

- * Behavior support plans are individualized to accurately address student needs/problems
- * Interventions are evidence-based
- * Include a problem statement (summary statement) with (a) operational definition of problem behavior(s), (b) antecedent events, and (c) consequences that maintain the problem behavior
- * Include strategies (linked to the function of behavior) for
 - * Preventing the problem behavior,
 - * Minimizing reward of problem behavior, and
 - * Rewarding appropriate behavior
- * Collect and use data to monitor impact on student behavior
- * Assess fidelity of implementation

What should be included in a BIP?

Iovannone (in progress) PBS Tier 3: FBA & BIP Technical Adequacy
Google it

- *A minimum of one strategy that addresses and modifies antecedent events
- *A minimum of one replacement behavior is taught to the student and linked to the FBA hypothesis
- *A minimum of one strategy to reinforce the replacement behavior and provide the same outcome as did the problem behavior
- *A minimum of one strategy that eliminates the maintaining consequences (extinction)
- *Crisis plan identified (if needed)
- *Monitor both problem and replacement behavior
- *Monitor Fidelity of Implementation

Think BEFORE, DURING, & AFTER

- ▣ BEFORE: Challenging behavior (to prevent it)
- ▣ BEFORE: Preferred/Replacement behavior (to prompt it)
- ▣ DURING: Challenging behavior (to extinguish it and prevent harm/disruption)
- ▣ DURING: Preferred/Replacement behavior (to reinforce it)
- ▣ AFTER: Challenging behavior (to prevent it next time)
- ▣ AFTER: Preferred/Replacement behavior (to reinforce it)

INITIAL BEHAVIOR PLAN - SPECIFIC ACTIONS OF STAFF (e.g., Prevent, Teach, and differentially Reinforce)

WHAT TO DO BEFORE BEHAVIOR

1. Modify Physical/Social Environment
2. Modify/Clarify Expectations
3. Teach Preferred/ Replacement Behavior

WHAT TO DO DURING BEHAVIOR

1. Minimize Disruption or Harm to Others
2. Avoid Reinforcing Challenging Behavior
3. Prompt and Reinforce Replacement Behavior

WHAT TO DO AFTER BEHAVIOR

1. Reinforce Replacement Behavior Immediately
2. Help the learner resume participation
3. Reinforce other Preferred Behaviors

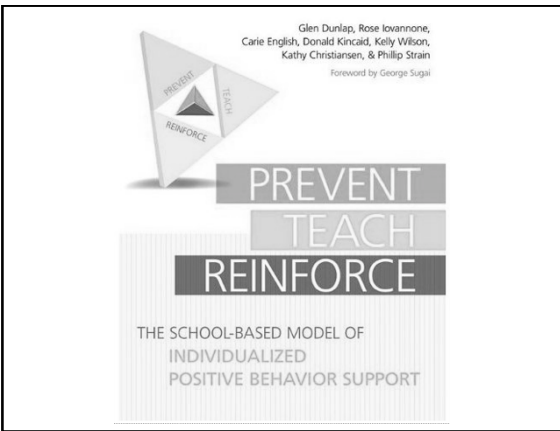
Learner: Larry Caregiver: _____ Date Observed: _____

- Preferred Behavior: see CICO checklist (Be Responsible, Respectful, and Safe)

- Precursor Behaviors: demeaning, arguing, bossing and demanding

- Problem Behaviors: hitting, kicking and spitting

BEFORE (Prevent)		Correct?
1. Every am - Encourage/Remind him to be Responsible, Respectful, Safe	<input type="checkbox"/> Yes <input type="checkbox"/> No	
2. Follow the checklist throughout the day	<input type="checkbox"/> Yes <input type="checkbox"/> No	
3. Any time you see/hear him following expectations - Reward with praise and affection	<input type="checkbox"/> Yes <input type="checkbox"/> No	
4. After every routine - Reward him for following the expectations (if he did)	<input type="checkbox"/> Yes <input type="checkbox"/> No	
5. Ask for his help (little favors) on many easy tasks (high success) throughout the day	<input type="checkbox"/> Yes <input type="checkbox"/> No	
6. Reward him for helping with attention and praise	<input type="checkbox"/> Yes <input type="checkbox"/> No	
DURING (Manage)		Correct?
1. If Precursor behaviors occur during routine - Ignore ... do not respond to any negotiations, complaints, demands or threats (reward preferred behavior if you can).	<input type="checkbox"/> Yes <input type="checkbox"/> No	
2. Instead, do either of the following: a) visually show him his checklist (or the task) as a reminder of what is expected, or b) hold your finger up as if to say "wait... I'll get back to you soon"	<input type="checkbox"/> Yes <input type="checkbox"/> No	
3. If Problem behaviors occur - Say (only once) "Make a safe choice" and then walk him to the corner or other designated area safe for others. Do not interact with him otherwise.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
4. Once in a "safe place" - set timer for 10 mins. Say (only once) "When you've been calm for a while you can come back out." No other interaction	<input type="checkbox"/> Yes <input type="checkbox"/> No	
AFTER (Selectively Reinforce)		Correct?
1. Completing a Routine - Provide positive and specific feedback at end of each routine regarding his preferred behavior, add up the points, encourage him, provide lots of affection.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
2. If bad routine (more points missed than earned), use the checklist as a reminder that he can start fresh again immediately with the next routine	<input type="checkbox"/> Yes <input type="checkbox"/> No	
3. Problem Behavior has ended when timer goes off - Tell him "you've made a great choice to be safe". "Let's go earn some points". Resume the schedule where he left off.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
TOTAL (# Yes / # Total)		
Percent Score		



PREVENT Interventions	TEACH Interventions	REINFORCE Interventions
<input type="checkbox"/> Providing choices	**Replacement Behavior	**Reinforce Replacement Behavior
<input type="checkbox"/> Transition supports	<input type="checkbox"/> Functionally equivalent	<input type="checkbox"/> Functionally equivalent
<input type="checkbox"/> Environmental supports	<input type="checkbox"/> Physically incompatible	<input type="checkbox"/> Physically incompatible
<input type="checkbox"/> Curricular modification (eliminating triggers)	<input type="checkbox"/> Specific academic skills	<input type="checkbox"/> Discontinue reinforcement of problem behavior
<input type="checkbox"/> Adult verbal behavior (just be nice)	<input type="checkbox"/> Problem-solving strategies	<input type="checkbox"/> Group contingencies (peer, teacher)
<input type="checkbox"/> Classroom management	<input type="checkbox"/> General coping strategies	<input type="checkbox"/> Increase ratio of + to - responses
<input type="checkbox"/> Increase noncontingent reinforcement	<input type="checkbox"/> Specific social skills	<input type="checkbox"/> Home-to-school reinforcement system
<input type="checkbox"/> Setting event modification	<input type="checkbox"/> Teacher-pleasing behaviors	<input type="checkbox"/> Delayed gratification
<input type="checkbox"/> Opportunity for prosocial behavior (peer support)	<input type="checkbox"/> Learning skills strategies	
<input type="checkbox"/> Peer modeling or peer reinforcement	<input type="checkbox"/> Self-management (self-monitoring)	
	<input type="checkbox"/> Independent responding	
	<input type="checkbox"/> Increased engaged time	

Does the severity or intensity of the student's problem behavior pose a threat to self or others? ☐ Yes ☐ No

If yes, is a crisis intervention plan needed? ☐ Yes ☐ No

**All interventions marked with asterisks need to be selected and included in the student's PTR intervention plan.
Prevent Teach Reinforce: The School-Based Model of Individualized Positive Behavior Support by G. Dunlap, R. Iovannone, D. Kincad, K. Wilson, K. Christiansen, P. Strain, and C. English. Copyright © 2010 Paul H. Brookes Publishing Co., Inc. All rights reserved.

Potential PBIS Funding Sources

Special Education - Per IDEA, a percentage of funding may be used for RTI/PBIS.

School Improvement - Intervention six – School Environment
Intervention five – Positive School Climate

Title I - Language in NCLB regarding barriers to learning, and professional development for pupil services personnel

Early Childhood - include social-emotional learning/well-being in Guideline 3.0 Program Practices: Curriculum, Environment, and Guideline 6.0 Child Assessment

School Safety Program - School Safety and Prevention Teams

Character Education Program - matching funds for character education programs that have included PBIS

Thank You

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